

	4	6	7	8	9	10
Topic Development	I give very few details about my trip and talk about few events.	I tell little about the events and the details of my trip plans. I provide minimal details.	I tell about the events and the details of my trip plans. I provide some details.	I elaborate about the events and the details of my trip plans. I provide many details.	I elaborate extensively about the events and the details of my trip plans. I provide maximum details.	
Organization	My presentation does not flow because I use almost no transition words and my sentences are elementary in formation.	My presentation lacks flow because I use very few transition words and my sentences are basic in formation without much variety.	My presentation flows somewhat because I use some transition words and some complex and compound sentences.	My presentation flows because I use transition words and complex and compound sentences.	My presentation flows very well from beginning to end because I use several transition words and a variety of complex and compound sentences.	
Comprehensibility	My writing cannot be understood by a native speaker who often deals with non-native speakers. The reader has much trouble understanding my intent.	My writing can barely be understood by a native speaker who often deals with non-native speakers. The reader often has trouble understanding my intent.	My writing can be somewhat understood by a native speaker who often deals with non-native speakers. The reader sometimes has trouble understanding my intent.	My writing can be understood by a native speaker who often deals with non-native speakers. The reader can understand my intent.	My writing can be easily understood by a native speaker who often deals with non-native speakers. The reader can easily understand my intent.	
Vocabulary appropriateness and variety	The vocabulary I use is below this level and does not show that I have learned new vocabulary this year.	I use little vocabulary we learned this year to tell my story. I use little vocabulary we have learned from the beginning of the year and little from this unit. (i.e. vocabulary use in below this level.)	I use some vocabulary we learned this year to tell my story. I use little vocabulary we have learned from the beginning of the year but I do use vocabulary from this unit.	I use vocabulary we learned this year to tell my story. I use some vocabulary we have learned from the beginning of the year in addition to vocab from this unit.	I appropriately use a variety of vocabulary we learned this year to tell my story. I use vocabulary we have learned from the beginning of the year in addition to vocab from this unit.	
Grammatical Accuracy and variety	I use almost no new grammatical formations, tenses, and sentence formats that we learned this year. My grammar is elementary and often inaccurate.	I use very few grammatical formations, tenses, and sentence formats that we learned this year. When attempting to use them, I make many mistakes.	I use some grammatical formations, tenses, and sentence formats that we learned this year. I attempt to use these formations, but I have several inaccuracies.	I use grammatical formations, tenses, and sentence formats that we learned this year. I attempt to use many formations studied this year, but I may have a few inaccuracies.	I use a variety of grammatical formations, tenses, and sentence formats that we learned this year. I attempt to use all formations studied this year and I use them accurately for the most part.	
Presentation / visuals/ videos/ pictures	I use very few images to tell my story, which therefore makes my presentation harder to follow and understand.	I use few images to tell my story.	I use some images, maps, and screen shots tell the story of my trip, but it would have been helpful for understanding to have more.	I use many images, maps, and screen shots tell the story of my trip.	I use a variety of images, maps, screen shots, links, videos, music, etc. to tell the story of my trip.	

	4	6	7	8	9	10
Communication and interaction	My conversation is more of just a presentation. I barely interact with my partner. I do not attempt to keep the conversation going.	My conversation is primarily one-sided. I mostly read my presentation and have little natural interaction with my partner. I make very few comments and ask few questions. I do little to help keep the conversation going.	I participate in conversations about my trip. I participate with some questions and comments. My vocabulary is usually but not always appropriate.	I can hold several two-way conversations about my trip where I both ask and answer questions, make comments, and attempt to keep the conversation going while using appropriate vocabulary.	I can hold several two-way conversations about my trip where I both ask and answer questions, make comments, and attempt to keep the conversation going while using appropriate vocabulary. I make the conversation dynamic by my thorough participation.	
Comprehensibility	My speaking cannot be understood by a native speaker who often deals with non-native speakers. The listener has much trouble understanding my intent.	My speaking can barely be understood by a native speaker who often deals with non-native speakers. The listener often has trouble understanding my intent.	My speaking can be somewhat understood by a native speaker who often deals with non-native speakers. The listener sometimes has trouble understanding my intent.	My speaking can be understood by a native speaker who often deals with non-native speakers. The listener can understand my intent.	My speaking can be easily understood by a native speaker who often deals with non-native speakers. The listener can easily understand my intent.	
Grammatical Accuracy and variety	I use almost no new grammatical formations, tenses, and sentence formats that we learned this year. My grammar is elementary and often inaccurate.	I use very few grammatical formations, tenses, and sentence formats that we learned this year. When attempting to use them, I make many mistakes.	I use some grammatical formations, tenses, and sentence formats that we learned this year. I attempt to use these formations, but I have several inaccuracies.	I use grammatical formations, tenses, and sentence formats that we learned this year. I attempt to use many formations studied this year, but I may have a few inaccuracies.	I use a variety of grammatical formations, tenses, and sentence formats that we learned this year. I attempt to use all formations studied this year and I use them accurately for the most part.	
Comprehension	I can barely understand the questions and answers of my partner and can almost never respond appropriately. If I do not understand, I do not ask for clarification.	I can rarely understand the questions and answers of my partner and I rarely respond appropriately. If I do not understand, I rarely ask for clarification.	I can sometimes understand the questions and answers of my partner and can sometimes respond appropriately. If I do not understand, I sometimes ask for clarification.	I can understand the questions and answers of my partner and can respond appropriately. If I do not understand, I ask for clarification.	I can almost always understand the questions and answers of my partner and can respond appropriately. If I do not understand, I always ask for clarification.	